DOCUMENT RESUME

ED 472 006 SO 034 517

TITLE	PASS Guide to Social Science: Teaching and Assessing Proficiency for University Admission. Preliminary 2001-2005 Edition.
INSTITUTION	Oregon Univ. System, Eugene. Office of the Chancellor.
PUB DATE	2001-00-00
NOTE	30p.; For PASS Guide to Visual and Performing Arts, see SO 934 518.
AVAILABLE FROM	PASS Project, Office of Academic Affairs, Oregon University System, P.O. Box 3175, Eugene, OR 97403-3175. Tel: 800-961-7277 (Toll Free). For full text: http://www.ous.edu/pass/documents/current/social_science_2001.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Standards; *College Admission; Competency Based Education; Higher Education; Public Education; *Social Sciences; *State Standards; *State Universities; Student Evaluation
IDENTIFIERS	*Oregon; *Proficiency Based Admissions Standards

ABSTRACT

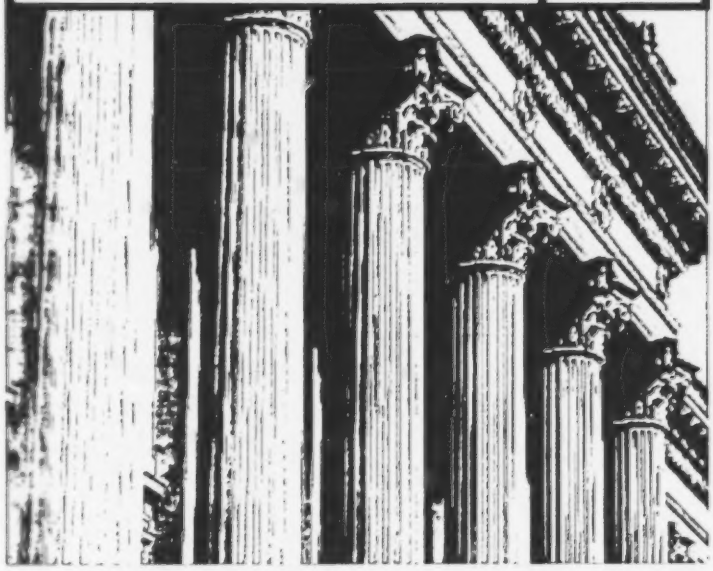
The Oregon Proficiency-Based Admission Standards System (PASS) is based on standards that describe the academic skills and knowledge students need to demonstrate for acceptance into any of Oregon's seven public universities. The Oregon University System (OUS) created PASS in 1993 for three reasons: (1) PASS aligns college admissions with Oregon's statewide K-12 school improvement plan; (2) grades are not an adequate measurement system; and (3) PASS provides admissions offices with better information about applicants. PASS standards were phased in as admissions options for all OUS institutions in fall 2001. By fall 2005, students applying for OUS admissions are expected to present evidence of proficiency in all six content areas: (1) English (fall 2001 option); (2) Mathematics (fall 2001 option); (3) Science (fall 2002 option); (4) Visual and Performing Arts (fall 2003 option); (5) Second Languages (fall 2004 option); and (6) Social Science (fall 2005, PASS fully implemented). This social science PASS guide is divided into the 22 sections: (1) "Q&A: Introduction to PASS"; (2) "Required and Recommended Standards"; (3) "Standards and Criteria Summary Chart"; (4) "Making a Summary Judgment"; (5) "Summary Judgment Score Sheet"; (6) "Standard A Scoring Guide"; (7) "Standard A Sufficiency Guidelines"; (8) "Standard B Scoring Guide"; (9) "Standard B Sufficiency Guidelines"; (10) "Standard C Scoring Guide"; (11) "Standard C Sufficiency Guidelines"; (12) "Standard D Scoring Guide"; (13) "Standard D Sufficiency Guidelines"; (14) "Standard E Scoring Guide"; (15) "Standard E Sufficiency Guidelines"; (16) "Standard F Scoring Guide"; (17) "Standard F Sufficiency Guidelines"; (18) "Standard G Scoring Guide"; (19) "Standard G Sufficiency Guidelines"; (20) "Social Science from Certificates of Initial Mastery (CIM) and Certificates of Advanced Mastery (CAM) to PASS"; (21) "Assessment Guidelines"; and (22) "Reports from OUS Institutional Research." (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 472 006

Oregon University System

PASS Guide to Social Science



SO 034 517

Teaching and Assessing Proficiency for University Admission

preliminary
2001 – 2005 edition

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Proficiency-based Admission Standards System
PASS
Oregon University System
Office of the Chancellor
PO Box 3175, Eugene, OR 97403-3175
1-800-961-PASS (7277)
http://www.ous.edu/pass

printed 2/2002

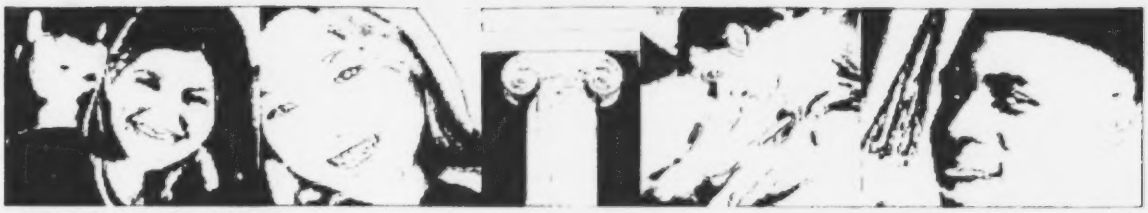
"Promoting access and success for students in higher education."

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. Clark

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE



Proficiency-based Admission Standards System

PASS

"Promoting access and success for students in higher education."

www.ous.edu/pass

Contents:

Q&A: Introduction to PASS 3
Required & Recommended Standards 7
Standards and Criteria Summary Chart 8
Making a Summary Judgment 10
Summary Judgment Score Sheet 11
Standard A Scoring Guide 12-13
Standard A Sufficiency Guidelines 15
Standard B Scoring Guide 16
Standard B Sufficiency Guidelines 17
Standard C Scoring Guide 18
Standard C Sufficiency Guidelines 19
Standard D Scoring Guide 20
Standard D Sufficiency Guidelines 21
Standard E Scoring Guide 22
Standard E Sufficiency Guidelines 23
Standard F Scoring Guide 24
Standard F Sufficiency Guidelines 25
Standard G Scoring Guide 26
Standard G Sufficiency Guidelines 27
Social Science – from CIM & CAM to PASS 28
Assessment Guidelines 29
Reports from OUS Institutional Research 30

Introduction to PASS

Questions & Answers

What is PASS?

The Proficiency-based Admission Standards System (PASS) is based on *standards* that describe the academic skills and knowledge students need to demonstrate to be accepted into Oregon's seven public universities.

Why are admission procedures changing?

The Oregon University System (OUS) created PASS in 1993 for three reasons:

1) *PASS aligns college admission with Oregon's statewide K-12 school improvement plan.*
School-reform legislation enacted in Oregon requires all secondary schools to offer the performance-based CIM and CAM (Certificates of Initial and Advanced Mastery). High schools are engaged in large-scale curricular and program redesign as a result of these requirements. OUS seeks to be a helpful and supportive partner as Oregon schools make these significant changes. For example, PASS allows students to use the results from many CIM and CAM assessments to meet proficiency-based college admission requirements.

2) *Grades aren't an adequate measurement system.*
The current system of subject-area requirements and minimum grade point average (GPA) does not help students focus on the knowledge and skills they should be developing to succeed in college, nor does it encourage them to take the most challenging courses. The GPA system encourages students to choose courses that will allow them to obtain the highest grades, rather than those that would most challenge them.

This pattern has been demonstrated in Oregon and the nation, where the average GPA for incoming freshmen has risen consistently. At the national level, more students must take remedial courses in college and typically require six years to obtain a baccalaureate degree. During this same period of time, the OUS GPA requirement for admission has risen four times: from 2.25 in 1968 to the current 3.0.

3) *PASS provides admissions offices with better information about applicants.*
PASS provides OUS admissions directors with better, more detailed information about students' abilities and level of college readiness. This information is used for placement in entry-level college coursework.

What is the timeframe for implementing PASS?

The PASS standards began being phased in as admission options for all OUS institutions in fall 2001. By fall 2005, students applying for OUS admission will be expected to present evidence of proficiency in all six content areas:

- English (fall 2001 option)
- math (fall 2001 option)
- science (fall 2002 option)
- visual and performing arts (fall 2003 option)
- second languages (fall 2004 option)*
- social science (fall 2005, PASS fully implemented)

Students who were 9th graders in the 2001-02 school year will be expected to meet PASS standards in all content areas to gain admission to OUS institutions.

* Before fall 2004, OUS applicants can verify proficiency in a second language without meeting seat-time requirements. Contact individual OUS admissions offices for details.

What incentives are there for students?	Students who meet the PASS standards will be better prepared for success in college. PASS is also able to provide students and admissions officers with more accurate information concerning college placement. Students who meet or exceed a number of PASS standards may be eligible for university scholarships. These scholarships are for students who demonstrate an exceptional depth and/or breadth of knowledge via the PASS standards. PASS ratings of H or E may also give students access to advanced classes and opportunities to earn college credit.
What will be the purpose of grades in high school?	Grades continue to provide useful information on high school performance, study habits, attitude, and other attributes. Even after the PASS standards become the primary means of determining admission, grades may serve as an additional source of information.
What will happen to the high school diploma and required courses?	The basic requirements for a diploma are set by the State Board of Education, with additions set by local school boards; PASS has no influence on these requirements. The list of courses required for OUS admission has been replaced by OUS's course approval process, which high schools use to map their course content to the PASS standards.
Will this system make it harder to get into college?	Because this higher level of preparation is being expected of all Oregon applicants, students should have an increased likelihood of being accepted for admission. Students who meet entrance requirements will be more likely to graduate with a college degree in four years.
Will this system be equitable for all students?	One of the strengths of PASS is its potential to increase access to college for students from all backgrounds, especially non-traditional. OUS will study the performance of all students admitted via proficiency assessments to determine if any requirements have detrimental effects on any student population. This systematic review will examine the effects of PASS on groups from all ethnic and cultural backgrounds, as well as on persons with disabilities. The system will be modified as needed to meet the OUS goal of making PASS equitable while retaining high standards for all students. Students with identified, documented special learning needs will be eligible for accommodations and modifications for any PASS standard.
What about out-of-state students who want to attend an OUS school?	The first priority of OUS, as a public university system, is to serve Oregon students. Approximately 15 percent of OUS students come from out of state. OUS will continue to accept out-of-state students based on the courses they have taken and their grade point averages. OUS campus representatives and admissions officers will make high school counselors in those out-of-state schools that send the most students to Oregon more aware of the PASS standards. Out-of-state students will be subject to the same expectations in university freshman courses as in-state students.
What about Oregon students who want to go to an out-of-state college?	PASS has received assurances that students with evidence of proficiency on their transcripts will be welcomed to apply at institutions such as Stanford University, the University of California system, the University of Washington system, Brigham Young University, and others. The Association of American Universities has established a national clearinghouse to evaluate how information about student proficiency from various state systems of admissions might be used nationally. To date, the PASS standards have been evaluated favorably by these institutions. Founded in 1900, the AAU represents the 60 leading research universities in North America. The AAU project, Standards for Success, has centers at Harvard University, the University of Oregon, and Stanford University. For more information about Standards for Success, visit www.s4s.org or call 1-877-766-2279.

Connecting CIM, CAM, and PASS

How is PASS connected to CIM and CAM?

The knowledge and skills students demonstrate through earning the Certificates of Initial and Advanced Mastery (CIM and CAM) serve as the foundation for PASS. As students earn their CIM in a content area–such as math–they may also be demonstrating proficiency in one or more of the PASS standards. Student work completed in a CAM program may also provide evidence of PASS proficiency.

How is proficiency assessed?

Various methods of assessment may be used to determine students' level of proficiency, including:

- PASS Teacher Verification and
- State and National Assessments

The primary method of assessment is PASS Teacher Verification (PTV). This method is the most accessible to all students seeking to meet PASS standards. PASS expects that high schools will use a combination of the various methods of assessment to determine students' level of proficiency. PASS encourages high schools to use the assessment method(s) that best serves the student.

Students receive a rating for each PASS standard in a content area. There are five possible ratings:

PASS Rating	*Description*
(E) Exemplary*	The collection demonstrates an exemplary mastery of the standard and exhibits exceptional intellectual maturity or unique thinking, methods, or talents.
(H) Highly proficient*	The collection demonstrates mastery of the standard at a level higher than entry-level college coursework.
(M) Meets the standard	The collection demonstrates that the student is prepared for entry-level college coursework.
(W) Working toward the standard	The collection approaches readiness for entry-level college coursework. The level of performance may be improved by: • providing a broader variety of opportunities and conditions of assessment; • providing sufficient evidence to address the range of criteria for the standard; • enrolling in more classes that target this standard. **Note**: The "working toward" level assumes that students are on track to meet the standard, provided they exert sustained effort through the normal progression of coursework to improve their knowledge and skills in this area. Seniors who are in the process of applying to college would need to make every effort before graduation to build a sufficient collection of evidence that meets the standard.
(N) Not meeting the standard	The collection contains evidence that the student is not prepared to do entry-level college coursework.

*requires external verification

BEST COPY AVAILABLE

Note that only one method of assessment is required per PASS standard to meet proficiency (M) and that PASS ratings of E or H require two forms of validation.

PASS Teacher Verification

PASS developed the teacher verification assessment method by working with teachers from high schools around the state. Over the term, teachers and their students assemble collections of work that may contain CIM work samples or CAM projects designed to address PASS standards. Teachers determine their students' proficiency by judging these collections of student work against the criteria developed for each PASS standard.

State and National Assessments

PASS incorporates all Oregon assessments (multiple-choice tests, on-demand performance tasks, and work samples) and will continue to align systems with the Oregon Department of Education. Specific scores from national tests such as the Advanced Placement, SAT-II, ACT, International Baccalaureate, and second-language proficiency tests can contribute to the determination of PASS proficiency (see Assessment Guidelines for details).

Do teachers have to be trained to assess PASS standards?

PASS assessment builds on what teachers currently use to assess the CIM. Additional training is required for teachers who intend to assess PASS collections of student work using PASS Teacher Verification.

Several resources for teachers are available on the PASS website <www.ous.edu/pass>. These resources include example collections of student work at varying levels of proficiency, self-paced tutorials on judging student collections, classroom resources for specific standards, and implementation updates. PASS also has publications about teaching and assessing the PASS standards for each of the six content areas. These publications are available on the website or can be ordered through the Confederation of Oregon School Administrators (COSA) by e-mailing donna@cosa.k12.or.us or phoning 1-503-581-3141.

What do counselors need to know about PASS?

Counselors need to have an understanding of PASS, including the assessment methods used to meet PASS standards, the connection with CIM and CAM, and the opportunities for students to meet PASS requirements within the high school curriculum. In addition, counselors will inform students who demonstrate an exceptional depth and/or breadth of knowledge via the PASS standards about their eligibility for scholarship consideration, advanced class placement, and college-credit opportunities.

The PASS Standards

in Second Languages, the Arts, and Social Science – Required and Recommended for OUS

	Required	Recommended
SECOND LANGUAGES		
A. Oral/Signed Communication	Level IV	Level V
B. Reading	Level IV	Level V
C. Writing	Level IV	Level V

	Required	Recommended
VISUAL & PERFORMING ARTS		
A. Understand Elements, Principles, and Process in the Arts	✓	
B. Interpret Art from Various Cultures and Historical Periods	✓	✓
C. Understand the Role of the Arts in Society	B, C or D ✓	any not met as "required" ✓
D. Exhibit Skill in One Discipline of the Arts	✓	✓
E. Analyze and Critique Artistic Works		✓

	Required	Recommended
SOCIAL SCIENCE		
A. Analyze Issues and Events	✓	
B. Know and Use Geographic Information	✓	✓
C. Understand Patterns of Human History	any 2 ✓	any not met ✓
D. Understand United States History	of these 5 ✓	as "required" ✓
E. Understand Structures and Systems of U.S. Government	✓	✓
F. Analyze Economic Systems	✓	✓
G. Examine Aspects of Human Behavior		✓

Required = will be required for admission to OUS institutions beginning fall 2005
Recommended = for scholarship consideration, advanced placement, and college credit

PASS Summary Chart of Standards and Criteria for Social Science

Standard What students must be able to do:	Criteria What students should demonstrate:	Evidence What students might collect:
A: Analyze Issues and Events Analyze complex societal issues, phenomena, and events, past and present, posing and communicating potential interpretations and responses. Use varied information sources and technology in social science inquiry and analysis.	**A1: Framing of Events, Issues, and Problems:** Define and explain complex events, issues, problems, and phenomena (historical or contemporary) of significance to society. **A2: Use of Research and Inquiry:** Analyze, interpret, and evaluate researched information, statistics, and other data, presenting differing points of view, noting patterns, limitations, and biases. **A3: Analysis of Events, Issues, and Problems:** Analyze multiple characteristics, causes, and consequences of events, issues, and phenomena at various levels, from local to international. **A4: Interpreting or Proposing Solutions to Events, Issues, and Problems:** Reach reasoned conclusions, acknowledging alternative interpretations and using supporting data and defensible criteria.	Please refer to the sufficiency guidelines for Standard A on page 13.
B: Know and Use Geographic Information Know and use geographic information, concepts, and skills to understand and analyze historical, social, economic, political, cultural, and environmental issues.	**B1: Representation of Geographic Information:** Use, analyze, and design geographic representations to interpret and evaluate information and support conclusions. **B2: Analysis of Places and Regions:** Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological processes that shape them. **B3: Analysis of Populations and Cultures:** Analyze processes of human and cultural distribution, migration, acculturation, interaction, assimilation or conflict. **B4: Analysis of Physical and Human Systems:** Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.	Please refer to the sufficiency guidelines for Standard B on page 15.
C: Understand Patterns of Human History Exhibit knowledge of the chronological flow of human history; identify major themes of historical change in prehistoric through contemporary periods.	**C1: Understanding of Human History:** Understand the importance and lasting influence of significant eras, cultures, developments, and ideas in human history. **C2: Chronological Thinking:** Understand and reconstruct chronological relationships and patterns of succession and duration in human history.	Please refer to the sufficiency guidelines for Standard C on page 17.
D: Understand United States History Understand significant eras, concepts, people, events, and relationships in U.S. history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history, and to interpret current trends and issues.	**D1: Understanding of U.S. History:** Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history. **D2: Historical Analysis:** Analyze cause and effect relationships, multiple causation, and patterns of change or continuity throughout U.S. history. **D3: Historical Application:** Investigate questions and hypotheses about developments in U.S. history through historical research and social science analysis.	Please refer to the sufficiency guidelines for Standard D on page 19.

Social Science, *cont.*

Standard What students must be able to do:	Criteria What students should demonstrate:	Evidence What students might collect:
E: Understand Structures and Systems of U.S. Government Understand the principles, purposes, structures, and functions of government in the United States: its philosophical basis and historical evolution; the structure of power, authority, and governance; the relationship of the states to the federal government; the Constitution and Bill of Rights; the dynamics of conflicting rights and interests in the American political system; the role and responsibilities of citizenship; and patterns of democratic participation in American politics. Compare other forms of government and political systems to those found in the United States.	**E1: Understanding of U.S. Government Principles:** Understand the philosophy and principles upon which the government of the United States is based. **E2: Understanding of U.S. Government System:** Apply understanding of the interrelationships among the structures and functions of the U.S. Constitution. **E3: Understanding of U.S. Political System:** Apply understanding of the U.S. government's political system and citizen responsibilities as informed, ethical participants.	Please refer to the sufficiency guidelines for Standard E on page 21.
F: Analyze Economic Systems Analyze the structure and functioning of various economic systems, their relationship to national and international political, social, and geographic systems, and the conditions that influence the development of such systems.	**F1: Understanding of Economic Systems and Concepts:** Examine how a market economy functions as a system and compares with other economic systems. **F2: Analysis of Economic Conditions:** Analyze trends in economic conditions and indicators and their relationship to national and international political, social, and geographic factors. **F3: Analysis of Economic Issues and Decisions:** Analyze and evaluate economic issues, problems, and decisions at local, national, or international levels, considering economic data, concepts, and theories.	Please refer to the sufficiency guidelines for Standard F on page 23.
G: Examine Aspects of Human Behavior Examine dimensions of individual and group behavior and the effects of culture and ethnic diversity within and among societies, using information from the behavioral and social sciences.	**G1: Examination of Social Influences, Beliefs, and Behavior:** Examine the influence of social factors on the development of beliefs, attitudes, and behaviors. **G2: Examination of Group Membership:** Examine the dynamics of group membership and the effects on an individual. **G3: Examination of Cultural Dynamics:** Describe the influence of cultural beliefs and social roles on interactions and relationships. **G4: Explanation of Human Behavior:** Examine aspects of human behavior, using information from the social sciences concerned with human behavior.	Please refer to the sufficiency guidelines for Standard G on page 25.

Making a Summary Judgment

Teacher Verification Is Preferred

PASS has identified a range of methods teachers may use to verify student proficiency, including state and national assessments (refer to the Assessment Guidelines for specific information). The preferred method for most PASS standards, however, is teacher verification. This method creates the closest link between instruction and assessment and can be the most valid way to determine a student's abilities.

A teacher verifies student proficiency by judging a collection of student work. This "collection of evidence" contains varied examples of work that have been assembled by the student and teacher over time in one or more classes. Evidence may include CIM work samples, classroom assignments and tasks, teacher-made tests, projects, exams, and quizzes. Individual work samples may be used in collections of evidence for more than one standard; in some cases, entire collections may be used for more than one standard.

Follow the two steps on the Summary Judgment Score Sheet (opposite page) to assign a summary judgment score.

The Verification Process

The teacher verification process is the same for all PASS standards. Follow the two steps on the Summary Judgment Score Sheet to assign a score:

STEP 1 Determine Sufficiency of Evidence and Proficiency of Performance

Sufficiency and proficiency are interrelated. The teacher considers both before making a summary judgment. For each of the seven PASS standards in Social Science, this *Guide* contains information that can be used to determine whether a collection of evidence is sufficient, as well as a Scoring Guide that describes specific criteria and descriptions of proficient performance for the standard.

Sufficiency exists when enough evidence has been accumulated to serve as the basis for reliable scoring. A sufficient collection includes evidence across the range of criteria described in the Scoring Guide. It also includes representative pieces of student work collected under varied opportunities and conditions, including some in-class, on-demand work as well as some independent projects.

Proficiency is determined by considering – but not separately rating – each piece in the collection of student work. Here again, the criteria described in the Scoring Guides for each standard are key to scoring collections. Some criteria may be more essential than others; not all have the same weight in determining proficiency.

It is crucial that scorers understand the standard and its criteria. Scorers may infer proficiency about some criteria that the collection does not specifically address. The overall level of work in the collection must convince the scorer that the student would perform at the same level in similar settings and on related criteria.

STEP 2 Assign a Summary Judgment Score

A summary judgment score is a decision about one standard based on the student's performance as demonstrated in the collection of evidence. The fundamental reference point for any summary judgment score is the degree to which the score indicates readiness for entry-level college coursework. A student should be scored M (meets the standard) if most of the work in the collection meets or exceeds the criteria listed in the applicable Scoring Guide, even if performance within and across the work in the collection varies.

To increase the confidence of their judgments, scorers should make provisions for cross-scoring some collections of evidence. A scorer should be confident that, given the same collection, properly trained colleagues would reach the same conclusion. ■

PASS Summary Judgment Score Sheet

STEP 1 Determine Sufficiency of Evidence and Proficiency of Performance

Note: Sufficiency and proficiency are interrelated. Consider both before making both judgments.

SUFFICIENCY:
Determine sufficiency of evidence.

- Does the collection sufficiently represent the standard?
- Have there been sufficiently varied opportunities and conditions for assessment?
- Is there sufficient evidence to be confident that the work represents the student?

PROFICIENCY:
Determine proficiency of performance.

Exceeds the Standard

Meets the Standard
The collection is consistent with the standard's descriptions of proficient performance (see scoring guide for each standard) and allows inferences about knowledge and skills.

Does Not Meet the Standard

STEP 2 Assign a Summary Judgment Score

Proficient

☐ E	**Exemplary***	If there is sufficient evidence to make a confident judgment AND if the student's work consistently exceeds the criteria, then the summary judgment score is E.
	OR	
☐ H	**Highly proficient***	If there is sufficient evidence to make a confident judgment AND if the student's work consistently meets and regularly exceeds the criteria, then the summary judgment score is H.
		* must be externally verified
☐ M	**Meets the standard**	If there is sufficient evidence to make a confident judgment AND if the student's work meets the criteria, then the summary judgment score is M.

Not Proficient

☐ W	**Working toward the standard**	If there is insufficient evidence to make a confident judgment OR if the collection does not include enough work at the proficient level to meet the criteria, then the summary judgment score is W.
	OR	
☐ N	**Not meeting the standard**	If the collection doesn't address the standard OR if the student clearly doesn't possess the skills addressed by the standard, then the summary judgment score is N.

Collection ID: _____ **Judge:** _____ **Date:** _____

Scoring Guide for PASS Standard A (Required for OUS Admission)

Analyze Issues and Events

Analyze complex societal issues, phenomena, and events, past and present, posing and communicating potential responses. Use varied information sources and technology in social science inquiry and analysis.

Criteria

A1: Framing of Events, Issues, and Problems	A2: Use of Research and Inquiry	A3: Analysis of Events, Issues, and Problems	A4: Interpreting or Proposing Solutions to Events, Issues, and Problems
Define and explain complex events, issues, problems, and phenomena (historical or contemporary) of significance to society.	Analyze, interpret, and evaluate researched information, statistics, and other data, presenting differing points of view, noting patterns, limitations, and biases.	Analyze multiple characteristics, causes, and consequences of events, issues, and phenomena at various levels, from local to international.	Research reasoned conclusions, acknowledging alternative interpretations and using supporting data and defensible criteria.

Descriptions of Proficient Performance

• selects topics, or aspects of them, that have alternative interpretations, responses, or courses of action
• defines critical dimensions of topics and describes their characteristics in depth, using knowledge from one or more fields of social science
• accurately and thoroughly clarifies complex events, issues, problems, decisions, or phenomena, and explains their significance, using knowledge of social science
• organizes analyses of selected topics around significant questions and/or defensible theses
• selects relevant information from varied sources to clarify topics and support balanced, thorough analyses
	• uses and/or researches, generates, or gathers information, statistics, and other data using appropriate investigative processes and sources:
	  • electronic and print resources
	  • primary and secondary source documents, artifacts, maps, tables, or graphs
	  • interviews or surveys
	  • systematic observations
	• impartially examines and explains topics through varied or opposed points of view
	• analyzes, evaluates, and explains information and data noting origin, relevance, patterns, limitations, and biases
	• notes and responds to instances of bias, stereotyping, unsupported inferences, fallacious reasoning, and misrepresentation of facts
	• uses technology and media to develop, format, illustrate, present, or publish data and analyses
	• responsibly uses quotations and research information, avoiding plagiarism
		• evaluates significant causes, correlations, influences, antecedents, and precedents, and identifies relationships among the conditions being analyzed
		• analyzes and evaluates short and long term implications, effects, or consequences, both anticipated and unanticipated, at various levels (individual, local, national, international, global)
		• describes and explains in detail processes through which selected topics have occurred or developed
			• develops, justifies, and convincingly communicates reasoned conclusions that address original questions and/or theses
			• acknowledges alternative interpretations, conclusions, or responses
			• supports analyses and conclusions, or challenges faulty ones, using appropriate data, examples, and ideas of others
			• avoids oversimplification, overgeneralization, absolute thinking, and faulty reasoning

Sufficiency Guidelines for PASS Standard A (Required)

Social science teachers have determined the relative importance of the criteria for Standard A as follows:

- A1 is Critical – substantial evidence required
- A2 is Critical – substantial evidence required
- A3 is Critical – substantial evidence required
- A4 is Critical – substantial evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection MUST include:

- framing and definition of varied topics in one or more fields of social science (A1)
- use and evaluation of a variety of resources and processes which may include the student's own research or analysis of sources provided to them (A2)
- impartial presentation of opposed points of view (A2)
- analysis of causes, correlations, influences, and effects within events, issues, and problems (A3)
- reasoned conclusions supported by appropriate data and information (A4)

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection MUST include:

- examination of several social science topics using a variety of resources and processes

The collection should include:

- assessment through essays, tests, reports, and presentations
- varied types of presentations and products (written, oral, and graphic presentations)

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection MUST include:

- evidence of skill in processing, presenting, and analyzing social science data and information
- at least one assessment conducted under teacher supervision
- evidence that the student developed his or her own research products responsibly, avoiding plagiarism

B

Scoring Guide for PASS Standard B

Know and Use Geographic Information

Know and use geographic information, concepts, and skills to understand and analyze historical, social, economic, political, cultural, and environmental issues.

Criteria			
B1: Representation of Geographic Information Use, analyze, and design geographic representations to interpret and evaluate information and support conclusions.	**B2: Analysis of Places and Regions** Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological processes that shape them.	**B3: Analysis of Populations and Cultures** Analyze processes of human and cultural distribution, migration, acculturation, interaction, assimilation, or conflict.	**B4: Analysis of Physical and Human Systems** Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.
Descriptions of Proficient Performance			
• locates and uses maps, photographs, and other representations to research places and geographic phenomena • designs and uses geographic representations to analyze events, issues, problems, and phenomena, and to suggest or explain responses	• identifies physical, cultural, political, and economic traits of continents, regions, and major countries • describes and interprets physical processes that shape places • understands the concept of "region" and varied types and organizations of regional systems • explains changing boundaries, characteristics, and conceptualizations of regions; examines how culture and experience influence perceptions of places and regions	• identifies population distributions, explains population demographics and trends, and analyzes issues related to population change • analyzes physical, economic, political, and social factors that contribute to human migration, and its impact on places and systems • examines cultural assimilation, convergence, and divergence, and their effects on people and places; examines issues of cultural membership, diversity, interaction, and conflict within places, regions, and/or the world community	• examines how human activities modify the environment and how technology expands this capability • evaluates local and global impacts of changes in the environment and analyzes how environments support, constrain, or threaten human activity • analyzes issues, events, or problems in terms of the interaction and interdependence of physical and human systems

SUFFICIENCY GUIDELINES FOR PASS Standard B

B

Social science teachers have determined the relative importance of the criteria for Standard B as follows:

- B1 is Critical – substantial evidence required
- B2 is Critical – substantial evidence required
- B3 is Critical – substantial evidence required
- B4 is Important – some evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection MUST include:

- assessments demonstrating broad knowledge of geographic phenomena, places, regions, concepts, terms, and skills as defined by the Eligible Content for Oregon Statewide Assessment (B1 & B2)
- several exercises/projects using and creating varied kinds of geographic representations (B1)
- at least one example analyzing one of the following: places and regions, populations and cultures, or physical and human systems (B2, B3, and B4)
- at least one application of geographic representations to analyze an event, issue, problem, or phenomena (B1)

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection MUST include:

- assessment of varied geographic knowledge, skills, and topics

The collection should include:

- varied means of assessment through tests, projects, research, and exercises

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection MUST include:

- reasonably consistent demonstration of geographic knowledge and skills
- at least one assessment conducted under teacher supervision

C

Scoring Guide for PASS Standard C

Understand Patterns of Human History

Exhibit knowledge of the chronological flow of human history; identify major themes of historical change in prehistoric through contemporary periods.

Criteria	
C1: Understanding of Human History Understand the importance and lasting influence of significant eras, cultures, developments, and ideas in human history.	**C2: Chronological Thinking** Understand and reconstruct chronological relationships and patterns of succession and duration in human history.
Descriptions of Proficient Performance	
• demonstrates proficient understanding of the importance and lasting influence of some significant eras, cultures, developments, and ideas in human history, as outlined in the Eligible Content for Oregon Statewide Assessment	• represents significant dates and chronological sequences in human history • sorts, studies, and represents historical chronologies according to themes (e.g. political, economic, social, intellectual) • develops and communicates hypotheses, analyses, interpretations, and/or conclusions based on historical chronology and sequence • uses narratives and other primary sources to examine historical conflicts and changes

Sufficiency Guidelines for PASS Standard C

C

Social science teachers have determined the relative importance of the criteria for Standard C as follows:

- C1 is Important – some evidence required
- C2 is Important – some evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection MUST include:

- demonstration of the majority of concepts for "World History" as outlined in the Eligible Content for Oregon Statewide Assessment (C1)
- reconstruction and explanation of chronological relationships demonstrating understanding of literal sequences of events and predictable patterns of historical continuity and change (C2)

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection MUST include:

- at least one extended project, research report, or event analysis demonstrating knowledge of specific historical concepts or chronological relationships
- assessment of multiple regions and eras of world history

The collection should include:

- varied means of assessment through exercises, projects, simulations, and tests

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection MUST include:

- reasonably consistent demonstration of historical knowledge
- several assessments conducted under teacher supervision

Scoring Guide for PASS Standard D

Understand United States History

Understand significant eras, concepts, people,events, and relationships in U.S. history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history, and to interpret current trends and issues.

Criteria

D1: Understanding of U.S. History

Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history.

D2: Historical Analysis and Comprehension

Analyze cause and effect relationships, multiple causation, and patterns of change or continuity throughout U.S. history

D3: Historical Application

Investigate questions and hypotheses about developments in U.S. history through historical research and social science analysis.

Descriptions of Proficient Performance

- demonstrates proficient understanding of important developments throughout U.S. history and their relationship to significant eras, concepts, people, issues, events, and phenomena, as outlined in the Eligible Content for Oregon Statewide Assessment
- understands and reconstructs chronological relationships, patterns of succession and duration, and the chronology of narratives throughout U.S. history
- accurately interprets data represented in timelines of U. S. history
- sorts, studies, and represents historical chronologies according to themes (e.g. political, economic, social, intellectual, etc.)
- recognizes and reconstructs patterns and examples of historical succession in discussing historical change

- analyzes cause-effect relationships in U.S. history, considering the influence of events and individuals, the importance of ideas and context, and the role of chance
- identifies and distinguishes causes, influences, antecedents, and precedents of significant events, issues, decisions, or phenomena in U. S. history
- identifies and distinguishes short-term and long-term effects of events, issues, decisions, or phenomena in U. S. history
- uses non-narrative historical data (maps, pictures, statistics, art, music, etc.) to understand historical context
- compares presentations of history found in varied narratives, primary source documents, biographies, fiction, and other sources
- demonstrates historical perspective, considers context, and employs multiple perspecives in examining historical narratives, documents, events, or action
- analyzes historical data to assess source, context, authenticity, and bias

- formulates questions that stem from history and lead to inquiry, hypotheses, and analyses
- obtains historical data from a variety of sources representing multiple perspectives
- represents, integrates, and correctly and effectively communicates cited researched information, avoiding plagiarism

Sufficiency Guidelines for PASS Standard D

Social science teachers have determined the relative importance of the criteria for Standard D as follows:

- D1 is Critical – substantial evidence required
- D2 is Critical – substantial evidence required
- D3 is Critical – substantial evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection MUST include:

- demonstration of the majority of concepts for "U.S. History" as outlined in the Eligible Content for Oregon Statewide Assessment (D1)
- reconstruction and explanation of chronological relationships demonstrating understanding of both literal sequences of events and predictable patterns of historical continuity and change (D1)
- analysis of cause and effect relationships influencing the course of U.S. history (D2)
- research and investigation of historical topics, including a variety of data sources and resulting in analysis of historical events (D3)

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection MUST include:

- at least one assignment using primary source document(s)

The collection should include:

- varied means of assessment through exercises, projects, simulations, and tests
- at least one issue or event analysis of a U.S. history topic

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection MUST include:

- reasonably consistent knowledge of U.S. history and understanding of historical concepts
- several assessments conducted under teacher supervision
- evidence that the student developed his or her own research products responsibly, avoiding plagiarism

Scoring Guide for PASS Standard E

Understand Structures and Systems of U.S. Government

Understand the principles, purposes, structures, and functions of government in the United States: its philosophical basis and historical evolution; the structure of power, authority, and governance; the relationship of the states to the federal government; the Constitution and Bill of Rights; the dynamics of conflicting rights and interests in the American political system; the role and responsibilities of citizenship; and patterns of democratic participation in American politics. Compare other forms of government and political systems to those found in the U.S.

Criteria

E1: Understanding of U.S. Government Principles

Understand the philosophy and principles upon which the government of the United States is based.

E2: Understanding of U.S. Government System

Apply understanding of the interrelationships among the structures and functions of the U.S. Constitution.

E3: Understanding of U.S. Political System

Apply understanding of the U.S. government's political system and citizen participation and responsibilities as informed, ethical participants.

Descriptions of Proficient Performance

- demonstrates clear conceptual understanding of the basic philosophical origins and foundations of government in the United States
- demonstrates clear conceptual understanding of the principles described in the Constitution and of how the U.S. government is structured upon them
- relates the philosophies and principles underlying U. S. government to its foundational documents
- examines historical and contemporary issues in relation to appropriate principles of U.S. government
- demonstrates recognition of ways in which U.S. governmental principles affect governmental decisions and U.S. relations with the world
- actively applies understanding of the principles and provisions of U.S. government through analyses of issues and events, simulations, and/or governmental participation

- demonstrates clear understanding of all six purposes of U.S. government outlined in the Constitution and the Bill of Rights
- recognizes other purposes, uses, and perceived misuses of U.S. government as it has evolved
- demonstrates clear understanding of relationships among the three branches of government and their constitutional authority
- accurately represents governmental structures at federal, state, or local levels
- accurately traces processes and procedures of governmental action
- analyzes the role, structure, development, interpretation, and enforcement of law
- applies understanding of the U.S. government system through analyses of issues and events, simulations and/or governmental participation

- accurately and objectively represents the U.S. political system, parties, and processes in relation to the principles of constitutional government
- demonstrates understanding of the electoral process
- demonstrates understanding of citizens' rights and responsibilities as informed, ethical participants in the U.S. political system
- analyzes information about voting patterns and examines implications of citizen participation levels
- demonstrates active participation in political processes or clear understanding of methods by which citizens can participate
- actively applies understanding of the U.S. political system through analyses of issues and events, simulations, and/or governmental participation

SUFFICIENCY GUIDELINES FOR PASS Standard E

Social science teachers have determined the relative importance of the criteria for Standard E as follows:

- E1 is Critical – substantial evidence required
- E2 is Critical – substantial evidence required
- E3 is Critical – substantial evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection MUST include:

- identification of the principles of U.S. government and explanation of the application of these principals at the federal level (E1 and E2)
- recognition of U.S. citizens' rights and responsibilities and evaluation of the balance between them (E3)
- understanding of the current U.S. political system and its influence on government and society (E3)

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection should include:

- varied means of assessment through exercises, simulations, projects, tests
- at least one issue or event analysis of a U.S. government topic

The collection may include:

- participation in political or governmental processes/ activities

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection MUST include:

- reasonably consistent knowledge of U.S. government and political influences
- at least two assessments conducted under teacher supervision

Scoring Guide for PASS Standard F

Analyze Economic Systems

Analyze the structure and functioning of various economic systems, their relationship to national and international political, social, and geographic systems, and the conditions that influence the development of such systems.

Criteria

F1: Understanding of Economic Systems and Concepts	F2: Analysis of Economic Conditions	F3: Analysis of Economic Issues and Decisions
Examine how a market economy functions as a system and compares with other economic systems.	Analyze trends in economic conditions and indicators and their relationship to national and international political, social, and geographic factors.	Analyze and evaluate economic issues, problems, and decisions at local, national, or international levels, considering economic data, concepts, and theories.

Descriptions of Proficient Performance

• understands and analyzes a market economy system in terms of *fundamental* economic concepts of: scarcity and choice, opportunity cost and trade-offs, productivity, incentives, and exchange • understands and analyzes a market economy system in terms of *microeconomic* concepts of: markets and price, supply and demand, competition, income distribution, and market failures • understands and analyzes a market economy system in terms of *macroeconomic* concepts of: gross domestic product, aggregate supply and demand, unemployment, inflation and deflation, monetary policy, and fiscal policy • compares a market economy system with other economic systems (e.g., traditional, command) in terms of basic economic concepts, activities (e.g., producing, exchanging, consuming, saving, investing), institutions, and decisions • correctly and appropriately applies economic concepts and terms to explain specific economic systems	• analyzes relationships among formal and informal economic institutions (e.g., individuals, families, businesses, cooperatives, corporations, unions, banks, governmental agencies) and how they influence and are influenced by economic conditions • identifies and analyzes key economic indicators and trends within an economic context (historical or contemporary) • identifies specific factors that influence an economic system and economic conditions and explains their possible effects • analyzes relationships among micro, macro, and international economic factors and conditions • applies principles of basic economic theories and various economic points of view to explain economic conditions, indicators, and the performance of economic systems • uses clear and defensible economic criteria to evaluate the functioning of economic systems	• accurately identifies several economic parameters of an issue, condition, decision, problem, or system, and assesses factors (economic and other) that influence it • identifies effects that economic systems and cultural assumptions, values, and beliefs have on one another • correctly analyzes and understands economic statistics and data • accurately represents and analyzes an economic cycle, pattern, trend, or market performance; draws supported inferences or makes defensible predictions based on economic theories, data, and analysis

BEST COPY AVAILABLE

Sufficiency Guidelines for PASS Standard F

F

Social science teachers have determined the relative importance of the criteria for Standard F as follows:

- F1 is Critical – substantial evidence required
- F2 is Critical – substantial evidence required
- F3 is Critical – substantial evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection MUST include:

- use of appropriate terminology and economic concepts in demonstrating understanding of a market economy as outlined in the Eligible Content for Oregon Statewide Assessment (F1)
- at least one comparison of a market economy with another economic system (F1)
- identification and explanation of economic trends through analysis of conditions and indicators (F2)
- at least one analysis of an economic issue, problem, or decision

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection should include:

- varied means of assessment through exercises, simulations, projects, and tests
- at least one extended project, research report, or economic analysis demonstrating knowledge of specific economic concepts

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection MUST include:

- reasonably consistent knowledge of economic concepts
- at least one assessment conducted under teacher supervision

Scoring Guide for PASS Standard G (Recommended for OUS Admission)

Examine Aspects of Human Behavior

Examine dimensions of individual and group behavior and the effects of culture and ethnic diversity within and among societies, using information from the behavioral and social sciences.

Criteria			
G1: Examination of Social Influences, Beliefs, and Behavior Examine the influence of social factors on the development of beliefs, attitudes, and behaviors	**G2: Examination of Group Membership** Examine the dynamics of group membership and the effects on an individual.	**G3: Examination of Cultural Dynamics** Describe the influence of cultural beliefs and social roles on interactions and relationships.	**G4: Explanation of Human Behavior** Examine aspects of human behavior, using information from the social sciences concerned with human behavior.
Descriptions of Proficient Performance			
• selects appropriate examples of beliefs and/or behaviors for examination • identifies several social factors that may influence a belief or behavior • selects more than one social factor and thoroughly, clearly, and concisely describes how those factors influence a belief and/or behavior • cites specific examples of observed social factors, beliefs, and behaviors and examines relationships among them • presents supported, convincing explanations of relationships among beliefs, behaviors, and the social factors that influence them	• identifies and characterizes a variety of groups to which an individual may belong, including inherent, circumstantial, and optional social memberships • uses information from the behavioral social sciences to understand issues of group membership • describes the influences of family, ethnicity, socioeconomic status, gender, religious affiliation, or other forms of group membership on the development of an individual's identity • examines the dynamics of an individual's group membership, of relationships within a social group, or of relationships among social groups • relates social attitudes and behaviors (e.g., stereotyping, prejudice, conformity, altruism) to issues of group membership	• identifies and describes norms and assumptions of a particular cultural group • describes the influences of culture and ethnicity on the development of an individual's identity, values, behaviors, or communication • describes processes of acculturation (learning one's own culture or being immersed in a new culture) • impartially compares and contrasts cultures, considering norms, assumptions, behaviors, and effects on individuals • examines the dynamics and effects of cultural or ethnic diversity within a social group • uses information from the behavioral social sciences and understanding of cultural dynamics to examine social issues or phenomena	• identifies an aspect of human behavior for analysis and frames the "problem" of explaining that behavior • describes specific examples and manifestations of the behavior • uses information from more than one behavioral social science to investigate the behavior • develops, compares, and contrasts explanations of the behavior from at least two social science perspectives (e.g., anthropology, psychology, sociology) • uses specific examples of the behavior and cites information from social science sources to develop a convincing explanation of the behavior

Sufficiency Guidelines for PASS Standard G (Recommended)

Social science teachers have determined the relative importance of the criteria for Standard G as follows:

- G1 is Critical – substantial evidence required
- G2 is Critical – substantial evidence required
- G3 is Critical – substantial evidence required
- G4 is Important – some evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection MUST include:

- discussion of the influence of one or more social factors on the development of beliefs and behaviors (G1)
- identification of kinds and characteristics of group membership and comparison of positive and negative influences of group membership on individuals and society (G2)
- impartial description of one or more cultural groups and recognition of the influence of culture on the interaction of individuals and groups (G3)
- one or more examinations of human behavior showing understanding of appropriate concepts in explaining the behavior (G4)

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection MUST include:

- interpretations using more than one behavioral social science

The collection should include:

- varied means of assessment through exercises, simulations, projects, tests
- at least one issue or event analysis resulting in, or from, human behavior and/or cultural dynamics

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection MUST include:

- reasonably consistent understanding of human behavior and its influences on individuals and groups
- at least one assessment conducted under teacher supervision

Social Science - from CIM & CAM to PASS

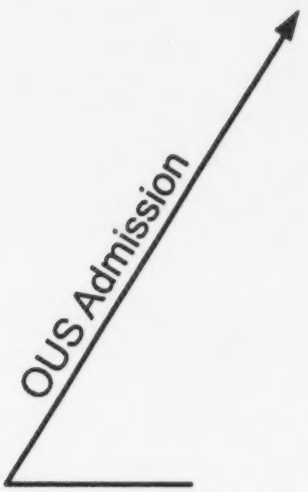
OUS ADMISSION REQUIREMENTS =
PASS Standard A and any 2 of B – F

PASS Standards Strongly Recommended for Scholarships, Class Placement, and/or College Credit

Any of the following Standards+

G. Examine Aspects of Human Behavior
F. Analyze Economic Systems
E. Understand Structures and Systems of U.S. Government
D. Understand U.S. History
C. Understand Patterns of Human History
B. Know and Use Geographic Information

+ that have not been met as requirements (see below)



PASS Standards Required for Admission Using CIM as Foundation**

F. Analyze Economic Systems
E. Understand Structures and Systems of U.S. Government
D. Understand U.S. History
C. Understand Patterns of Human History
B. Know and Use Geographic Information

AND any 2 of the above 5 standards

A. Analyze Issues and Events

* Students who seek advanced opportunities should attempt to meet as many PASS standards as possible.

** CIM provides a foundation for many PASS standards. After CIM assessment results become available, CIM scores may be used for full or partial verification of some PASS standards. Students not having the opportunity to use CIM results are encouraged to use PASS methods of assessment.

CAM to PASS

CAM Collections that address the PASS standards may be used to demonstrate PASS proficiency. The PASS teaching and assessment guidelines must be considered as CAM programs are designed and implemented.

Note: The most current information about PASS assessment requirements and opportunities is available on the PASS website <www.ous.edu/pass>.

BEST COPY AVAILABLE

PASS Social Science Assessment Guidelines

The primary assessment method is PASS Teacher Verification, which is based on teacher judgment of a collection of student work. State and national tests may also be used. Choose the method that best serves the student.

PASS Standard	ASSESSMENT METHODS AND PERFORMANCE LEVELS				
	Assessment Method (*Only one method required per standard to meet proficiency (M)*)	Assessment Code	Scores Required to Equal: Meets proficiency (M)	Highly proficient (H)	Exemplary (E)
A: Analyze Issues and Events	PASS Teacher Verification	PTV	M	H	E
B: Know and Use Geographic Information	PASS Teacher Verification	PTV	M	H	E
	AP-Human Geography (new in 2000-01)	AP-HG	3	4	5
C: Understand Patterns of Human History	PASS Teacher Verification	PTV	M	H	E
	SAT II World History (tentative pending calibration)	SAT II-WH	550	700	750
	AP-World History (new in 2000-01)	AP-WH	3	4	5
D: Understand U.S. History	PASS Teacher Verification	PTV	M	H	E
	SAT II American History and Social Studies Test	SAT II-AH	540	670	760
E: Understand U.S. Government	PASS Teacher Verification	PTV	M	H	E
	AP-Comparative Gov't & Politics*	AP-CG	3	4	5
F: Analyze Economic Systems	PASS Teacher Verification	PTV	M	H	E
	AP-Economics - Macroeconomics**	AP-EM	3	4	5
G: Examine Aspects of Human Behavior	PASS Teacher Verification	PTV	M	H	E
	AP-Psychology***	AP-P	3	4	5

- PTV ratings of H or E require external validation. This can be done (1) through the OUS~ODE Moderation Panel, available biannually at no cost, or (2) by department or regional validation, or (3) by attaining H- or E-level scores on national assessments including AP, IB, and SAT II.
- AP and IB assessments at the H or E level do not need additional verification because they include a method of external validation.
- SAT II assessments at the H or E level require external validation by a PTV, AP, or IB rating at the H or E level.
- As data on student proficiency is received and analyzed, required scores may be adjusted. See PASS website for current information.

* Note: AP Government and Politics – United States – does not address criterion 4 (Comparison with Other Governments)

** Note: the AP Microeconomics course does not adequately address criteria 2 & 3 – Analysis of Economic Conditions and Analysis of Economic Issues and Decisions.

*** Note: the AP Psychology test does not appear to address criterion 3 – Examination of Cultural Dynamics

BEST COPY AVAILABLE

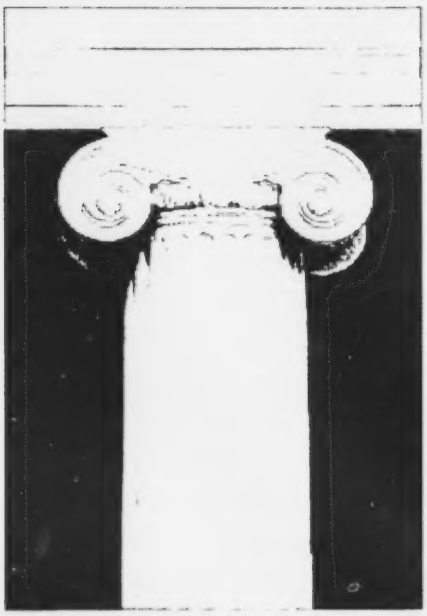
Reports Available from OUS Office of Institutional Research

Report	Description	How to Obtain
Where Have Oregon's Graduates Gone?	Biennial survey of Oregon high school graduates. This study aims to identify the proportion of high school graduates enrolled in postsecondary education the fall or winter term following their graduation, as well as the type of college chosen, the reasons for their choice, and the reasons graduates chose not to enroll in college.	The survey is conducted in even-numbered years; reports are available in July. Contact Ruth Keele at (541) 346-5754. Also available on-line at <www.ous.edu/irs>/.
Post-High School Plans Survey Report	Annual survey of Oregon high school juniors concerning their planned activities following high school. For students considering college, the survey obtains data on college preferences and desired field of study. Survey results are available for each participating high school with comparisons to statewide results.*	Survey results are sent to participating high schools each September for the previous year's junior class. Contact Ruth Keele at (541) 346-5754.
Freshman Profile	Characteristics of Oregon high school graduates attending OUS institutions as first-time freshmen. The two-page report summarizes OUS enrollment, retention to sophomore year, academic preparation, and first-year college performance for graduates from each Oregon high school compared to all Oregon first-time freshmen.*	Reports are sent to high schools in January for the previous academic year's first-time freshmen. Contact Dave Puckett at (541) 346-5827.
Academic Performance Report	Detailed description of Oregon high school graduates attending OUS institutions. The 150-page report provides detailed tables depicting enrollment and registration patterns, retention to sophomore year, academic preparation, and first-year college performance by discipline. Data are reported by high school and compared to all other first-time freshmen.*	Reports available by request after January for the previous academic year's first-time freshmen. Contact Dave Puckett at (541) 346-5827. Cost is $25 for each high school report.
Projections of Oregon High School Graduates	Fifteen-year projection of Oregon high school graduates, including distribution of K-12 enrollment and ratio of public high school graduates to twelfth-grade enrollment. The report is prepared in consultation with the Oregon Department of Education, School Finance and Data Information Services.	Report available by request by June of each year. Contact Ruth Keele at (541) 346-5754. Also available on-line at <www.ous.edu/irs/>.
Fact Book	Comprehensive collection of data on the Oregon University System and its institutions. The Fact Book reports detailed data on OUS students, including enrollment, demographics, source, and academic preparation and performance. Also provided are data on degrees awarded, faculty distribution by demographics and discipline, faculty salaries, budget and state appropriations, facilities, tuition, and financial aid.	Fact Books are printed in even-numbered years and available the following January. Contact Shannon McCarthy at (541) 346-5739. Also available on-line with annual updates at <www.ous.edu/irs/>.

* In order to ensure student confidentiality, results for schools with 5 or fewer records are not released to the public.

BEST COPY AVAILABLE

Oregon
University
System



THE OREGON UNIVERSITY SYSTEM SCHOOLS:

- Eastern Oregon University (La Grande)
- Oregon Institute of Technology (Klamath Falls)
- Oregon State University (Corvallis)
- Portland State University (Portland)
- Southern Oregon University (Ashland)
- University of Oregon (Eugene)
- Western Oregon University (Monmouth)
- Oregon Health Sciences University (Portland) [OUS Affiliate]

PASS/OUS/COSA CONTACT INFORMATION

PASS phone: 1-800-961-PASS (7277) or 1-541-346-5799

PASS fax: (541) 346-5828 PASS e-mail: pass@ous.edu

OUS Office of Enrollment Services: (541) 346-5725

PASS website: http://www.ous.edu/pass

PASS mailing address: P.O. Box 3175
Eugene, OR 97403-0175

COSA website: http://www.cosa.k12.or.us

For Additional PASS Publications:
COSA phone: 1-503-581-3141
COSA fax: 1-503-581-9840
e-mail: donna@cosa.k12.or.us

The information in this book is current for the 2001-05 school years.

The contents of this publication were developed under a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").